DOCUMENT RESUME

ED 077 634 RC 007 062

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TITLE	An Assessment of Needs Related to the Education of Indian Children in the State of Washington.
INSTITUTION	Center for the Study of Migrant and Indian Education, Toppenish, Wash.
SPONS AGENCY	Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.
PUB DATE	Jan 71
NOTE	54p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*American Indians; Community Relations; *Educational Objectives; *Educational Problems; Health; *Needs; *Programs
IDENTIFIERS	*Johnson O Malley Act; Washington

ABSTRACT

The assessment of educaticnal needs attempts to: (1) identify problems and needs related to the education of American Indians; (2) establish priorities for meeting these needs and solving problems; (3) provide program descriptions to assist individuals and organizations to plan and implement programs to meet priorities; and (4) identify potential financial sponsors for the implementation cf the programs. Informants associated with a variety of groups are interviewed tc obtain pertinent data. The sample includes parents, students, educators, administrators, community organizations, service agencies, Johnson O'Malley boards, tribal councils, Bureau cf Indian Affairs representatives, and teacher aides. Identified problems pertain to education, health, community relations, employment, and leadership. The programs described are intended as guides for the development and implementation of an early childhood education program. Problems, educational needs, and programs are listed respectively. Other problems such as distance from school and transportation difficulties are factors restricting students from participation in after school activities. Recommendations fcllow. (FF)

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AN ASSESSMENT OF NEEDS RELATED TO THE EDUCATION OF INDIAN CHILDREN IN THE STATE OF WASHINGTON

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NEW YORK STATE ... FOR MIGRANT STUDIES

L. George 1970

for the

Center for the Study of Migrant and Indian Education,
Toppenish, Washington; a project of Central Washington
State College.

RC 007062

ED 077634

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This material is prepared for the Center for the Study of Migrant and Indian Education, a project of Central Washington State College, funded under Johnson-O'Malley as administered by the Washington State Superintendent of Public Instruction.

January 1971

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This project was undertaken upon request of the Advisory Committee for the Center for the Study of Migrant and Indian Education. It was to ascertain the educational needs of Indian children of Washington State.

The project was contracted with Mr. Raymond Windham as director. The authors of the project are Robert E. Krebs and Gail A. Stevens. The research assistants were Michael Vachon and Mr. William Winston.

The primary source of data were many Indian people, incorporating the thoughts of all ages throughout the State of Washington.

The purpose of this assessment is to provide guidelines for the Center staff in the development of future programs. It is also our wish that any school or agency, interested in the educational needs of the Indian child, may use this material to enhance their educational opportunities.

Lloyd M. Gabriel, Ed. D.
Director

PREFACE

The authors wish to acknowledge the assistance provided by many people who helped make this project a reality. Unfortunately many who made the greatest contribution will remain nameless - those who provided the reams of data from which the essence of needs related to Indian education was gleaned.

Although particular needs were identified and data collected from different tribal groups, there has been a concerted effort not to associate these needs with a specific tribe. The report has been structured and written to provide a comprehensive overview of concerns related to the Education of Indian children.

It has been implied that the trouble with minorities is that they are "different". Unfortunately this notion has become a subtle rationalization for a consistent emphasis of a middle class model. However, it is unrealistic to assume that a nation composed of many different socio-cultural groups will reflect the unity necessary to make a single model compatible with all groups. Since Indian tribes across the nation are not culturally homogeneous, it is just as unlikely that a unified leadership will soon emerge which would be representative of a single model for the education of Indian children.

Robert E. Krebs
Gail A. Stevens

I. INTRODUCTION

A. Statement of the Problem

Education of Indian children has been a subject of reexamination and has involved a number of speculative changes in various institutions. There are many avenues through which solutions might be evolved.

Schools and other institutions oftentimes develop programs without a systematic examination of what are the most pressing educational problems and needs. Many schools that have altered present programs or devised new ones to improve the education of Indian children have done so on a compensatory or availability of funds basis—not always on the basis of concerns as expressed by Indian parents and children.

The problem is to identify the needs related to the education of Indian children and determine which of these needs have priority for the utilization of limited resources.

B. Background

> "One of the finest things about being an Indian is that people are always interested in you and your 'plight'. Other groups have difficulties, predicaments, quandaries, problems, or troubles. Traditionally we Indians have had a 'plight'. . .' 'Tribes are reordering their priorities to account for the obvious discrepancies between their goals and the goals whites have defined for them."
>
> Vine Deloria, Jr.
> Custer Died for Your Sins

Formal education as it applies to ethnic and cultural minorities is complex. It is complex because many variables must be considered

which only indirectly relate to the education process. An abundance of research in this area has produced a diversity of viewpoints and school programs, many of which have stressed positive strategies. However, there are programs that have not been effectively implemented and some that have never received serious consideration. There are various reasons why this may be so.

A major orientation of many research efforts and existing school programs is exemplified by the general classification of ethnic and cultural minorities as "disadvantaged" or "deprived". As a consequence of this type of ambiguous categorization, the education process is distinguished as the means by which the "disadvantaged" student is channeled into experiences which reflect the relevancies of the dominant culture with the expressed hope that he will conform to the white middle class model. The application of this concept attempts to supplant diversity with conformity. To consider a minority student "deprived" is to negate a rich cultural history and reinforce the idea that minority life style and language difference are dysfunctional within the context of American education.

However, the manner in which schools attempt to assimilate "disadvantaged" students may be fundamentally antagonistic to the minority child's concept of self, his home, and his community. Excessive drop-out rates and a high incidence of absenteeism of minorities are partial evidences that the manner in which education is conceived and made applicable to the dominant culture does not automatically assure its applicability to minority populations. The concept of cultural

and/or socio-economic "deprivation" may be politically useful but educationally it has been harmful for those to whom it has been applied. S. M. Miller[1] suggests that teachers have an obligation to learn how to educate persons who respond differently to learning situations. In addition, teachers must effectively deal with problems of daily life and the emotional responses of their students.

A general principle which might be helpful in predicting the educational achievement of ethnic and cultural minorities is the extent to which the family adheres to the precepts of white middle class culture. Success is more easily attained if the cultural life style or socio-economic status does not present barriers, both philosophical or experiential, to the whole business of becoming educated. High attrition rates of a particular segment of the school population may be attributable to the inability to cope with or easily conform to the present white orientation of public education. Values and behaviors learned in the home continue as an important influence and may be viewed by school personnel as incompatible with typical expectations. The rate of attrition increases linearly with grade levels and is reflected in a high positive correlation with lack of success.

Many local school systems have incorporated compensatory education programs to help close the gap between school expectation and the educational "deficiencies" of ethnic and cultural minorities. These programs are based on the assumption that certain groups of students

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[1] S. M. Miller, "Breakthrough and Breakdowns", Profile of the School Dropout, Daniel Schreiber (ed.), Vintage Books, New York, 1967, p. 41.

demonstrate special difficulties which must be overcome by remedial or special coursework. The role of the teacher is assumed to be one of "repair" and is based on a premise that these children are handicapped.[2] If, however, specially constructed courses continue to exist at the same school for the same groups of students, over a period of years, it may be assumed that compensatory programs, within the rigid policy of the school program at large, offer only piecemeal assistance to those students who have not totally withdrawn. Pearl[3] suggests that educational failure, i.e., lack of motivation, apathy, feelings of stigmatization are a consequence of a system geared to reinforce the expectation of failure and inadequacy. Ideally, compensatory programs should be eliminated as the school begins to formulate and revise regular classroom and school activities so that the school becomes fundamentally supportive of a positive learning environment for culturally different children. There may be more validity in opening up opportunities for minority or poor children than in creating more programs to "repair" them.

It appears that the goal of educators, administrators, scholars and many spokesmen of the minority community is to devise and implement an educational program sufficiently flexible to acknowledge the importance of incorporating a curriculum which identifies the positive diversities of a multi-culture community base. Should the school begin

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[2] Arthur Pearl and Frank Riessman, New Careers for the Poor, Free Press of Glencoe, Inc., New York, 1965.

[3] Ibid.

to approach education from a multi-culture context, it could conceivably provide the setting which gives each child a sense of worth and affords viable linkages to the future. This approach may also eliminate the pedagogical view that formal education is an instrument to reinforce a dominant monocultural system.

W. L. Smith[4] states, "The present preoccupation with the disadvantaged has not really diverted the critics of public education from concluding that the total system is incapable of providing excellent education for a diverse student population. . .the mission of fundamental educational reform is not for the poor alone. . .but for all children." Hence, the schools must assume new roles. Education must be flexible enough to allow for cultural diversity without imposing "penalties" for not being, or becoming, like white society. The development of a curriculum which is relevant and of which students, parents, and community are supportive is an objective of many local school districts and state departments of education. The emphasis should not be on developing a separate Indian curriculum or courses but the incorporation of Indian culture and history classes into regular programs in which all students would participate. In this way, programs may be adapted to meet the needs of the students and the community who are to be served rather than attempting to adapt students to what the school may now provide.

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[4] William L. Smith, "Cleveland's Experiment in Mutual Respect", The School and the Democratic Environment, The Danforth Foundation and the Ford Foundation, Columbia University Press, New York, 1970, p. 86.

There is no single panacea for improving education for Indian students. The needs and program recommendations which follow must be viewed in profile and not in isolation. Perhaps the most significant factor for devising a comprehensive mission for the school is that involving attitude change. The paternalism which seems to typlify white "assistance" must be resolved within the white community. Some Indian people have complained that the only time an issue is made in favor of their assistance and participation is when they are asked to perform ceremonial dances. School personnel may have to modify their general understanding of the present state of educational affairs and the traditional role of the Indian community. The time has come for Indian parents to supply leadership and input into planning and developing school programs that directly affect their children.

John Gardener, former Secretary of Health, Education and Welfare, as quoted by Robert Finch,[5] stated, "We want a society that is sufficiently honest and open-minded to recognize its problems, sufficiently creative to conceive new solutions and sufficiently purposeful to put those solutions into effect. . .and we know in our bones that what we do in education. . .has the greatest relevance to building the kind of society we want." The school, without defensiveness, should undertake a critical self-study to determine if its program is accomplishing stated purposes and goals for all students.

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[5] Robert Finch, "That Question of Relevancy", The School and Democratic Environment, The Danforth Foundation and the Ford Foundation, Columbia University Press, New York, 1970, p. 18.

C. Objectives

The purpose of the Educational Needs Assessment is to identify fundamental problems which relate to the educational experience of Indian students. However, education, per se, cannot be isolated from other aspects of a social and cultural life style. Therefore dimensions of values, family relationships, health, socio-economic factors and community relations are included within the broad context of educational needs.

The Educational Needs Assessment has attempted to:

1. Identify problems and needs related to the education of Indian students.

2. Establish priorities for meeting these needs and solving these problems.

3. Provide program descriptions to assist individuals and organizations to plan and implement programs to meet the priority needs.

4. Identify potential sponsors for possible financial support to assist in the implementation of the programs.

II. PROCEDURE

Population: The geographic areas included in the study were the South Central (Yakima-Toppenish) area, the Northwest (major tribes including the Small Tribes of Western Washington group S.T.O.W.W.) area, and the Northeast (Colville) area. Due to the limited amount of time for interviewing it was determined that a survey of selected informants be conducted. Therefore, informants associated with a variety of groups were interviewed to obtain pertinent data. The sample included parents, students, educators, administrators, community organizations, various service agencies, JOM boards, tribal councils, Bureau of Indian Affairs, and teacher aides.

III. METHOD

Data related to educational needs was collected by field interview and questionnaire.

The field interview was of a "structured" nature. Prepared questions were arranged under general topics and the interviewer used this format as a guide. In these cases, informants were not requested to write out answers to specific questions. By allowing the informant to "lead" an informal discussion, the interviewer hoped to elicit spontaneous, subjective information. In some instances, interviews were tape recorded with prior consent of the informant.

The formal questionnaire was distributed to agency employees of various types to assist in the quantification of certain data.

The problems identified by informants were separated into various categories pertaining to education, health, community relations, employment, and leadership. The educational needs and related problems were separated from the other areas. During a Work Session held at the Center for the Study of Migrant and Indian Education in Toppenish, Washington a group of representatives who utilize Johnson O'Malley and Title I funds were requested to distinguish educational problem areas which should be ameliorated as soon as possible. A packet of fifteen problem/need discussions was distributed to each person with a request to rank these needs in priority fashion.

Additional meetings were held with individuals and small groups to give advice on the draft stages of this report. They were asked to

give and react to specific strategies that might be combined into programs designed to meet the priority needs. The workability of these strategies was of particular concern.

IV. IDENTIFIED EDUCATIONAL PROBLEMS, NEEDS, AND PROGRAMS

The programs described in this section should be considered as outlines for coordinating the use of strategies that, if implemented, might help to improve the educational environment for Indian children. In no case are the programs meant to be all inclusive, complete, or an end in themselves, but rather guides for the development of viable project proposals. Each educational institution or organization will need to develop their own programs in order to incorporate local variations.

In many schools programs similar to those described may exist; in other schools related programs may need to be revised or originated. One possibility that funding agencies and school districts might consider is the development of one or more of these programs using "performance contracting". If a new program can show accountability to the agency that supports it as well as to the general public it can then be justified for continued support as part of the regular school program. Performance contracting can be accomplished through a private business concern or as a special project conducted by local or state educational agencies.

A problem with funding new programs is the reduction or elimination of sustaining financial support by the sponsor on the assumption that if the program is worthwhile the local district should incorporate it into their regular program. Performance contracting (along with proper evaluation) is one way to develop the program for

inclusion in the educational "package" of a school district. A difficulty with performance contracting is that, at the present stage of development, only objective measures can be utilized to assess the desired progress of students. It would be extremely difficult to use performance contracting to determine the degree to which a program can correct problems or needs related to cultural differences or ethnic biases.

School districts need to "weigh" the short range financial benefits of implementing programs supported by categorical aid money against the long range support provided by a broadened tax base (local and state). Performance contracting may provide the means for justifying the taxes needed to support a total school program that is geared to all students.

The following problems, needs, and programs are listed by priority. Most are not mutually exclusive but could be combined into one or more comprehensive programs.

A. Problem: Many preschool Indian children are not oriented to the formal educational process as are most non-Indian children. This disparity is often reinforced by local schools which may discriminate cultural differences and reinforce the defensiveness of the Indian child. The Indian community and students react by viewing the school as an alien institution.

   Educational Need: Dramatically upgrade early childhood training programs for all Indian children (including preschoolers) to assist in development of basic skills and language proficiencies.

Program: The development and implementation of an early childhood education program with special emphasis on preschool language and basic skills development.

The program should include the following:

1. A program to include all children—not just the "poor".

2. A parent group to work with the teachers.

3. Indian paraprofessionals.

4. Qualified Indian teachers for early childhood education programs.

5. The preschool component should be in close proximity to the homes of the Indian children but may be part-time in the public schools. (The meeting classroom might be the Indian Long House).

6. The most recent research and related early childhood education programs should be examined by the group planning the program and writing any proposals for funding. Appropriate findings should be considered for incorporation in the program.

7. Close cooperation between the planned program and the Early Childhood Center at Central Washington State College might be explored. The use of this and other resources at Central Washington State College could be utilized.

8. Although not required for a basic early childhood program, three alternative or additional components could be considered.

One is to develop and test instructional materials and techniques for use within the program. Of particular importance would be the preschool basic language materials and techniques.

Another alternative could be to design the program as a research project, compare the program of an experimental group (enrolled in the special preschool program) of Indian children with a control group (not enrolled in the program) or compare the use of new material or techniques with two subgroups of children enrolled in the program.

An additional component to the program could be designed around training. The training could be of a preservice nature in cooperation with colleges or it could be for parents and/or paraprofessionals. Intensive inservice (on-the-job) type programs might also be developed for some presently employed elementary teachers and administrators. Indian paraprofessionals could be hired first and trained second. A sequential training program might be developed to increase their professional background. Ultimately, on-the-job training combined with regular coursework at a community college, four-year college, or extension service could lead to certification.

9. This program should have a great deal of freedom and administrative support but not administrative control. The program director, parents, teachers, and other involved persons could be organized as a "program team" with a built-in steering committee. Competent advisors who are not "rubber stamps" of the school board and administration are essential.

10. An evaluation procedure should be well-planned and included as part of the program description. Although periodic

evaluations are essential, five years should elapse before any decisions are made as to the success or failure of the program. This would give time for some longitudinal studies and appraisals.

B. Problem: Many Indian parents are uninformed of school policies, curriculum and purposes of the school and may hesitate to support programs. As a result parents remain detached from school activities, especially if these activities are viewed to conflict with traditional Indian values.

Educational Need: To establish personal contacts and improved communication between school personnel and parents to promote an interest in school related activities so that parents, in turn, may provide encouragement and assistance to their children.

Program: A program to improve communications between parents and the school might include the following:

1. A means of establishing and maintaining personal contact between and among parents and school personnel (not just the teacher of a specific child but other teachers and administrators).

2. In most instances the schools must take the initiative in establishing personal contacts.

3. Innovative activities designed to promote an interest in the school need to be developed in cooperation with Indian parents. These activities need not take place in the school setting. Homes or other meeting places might be utilized. It is crucial that the standard format and organizational structure of the PTA is avoided.

4. Activities could be designed to assist parents in developing confidence in and understanding of the schools. This cannot be done by just "telling" parents about the school's program. Parents need to become personally involved.

5. Small groups, or teams, composed of parents, school personnel and interested community leaders could meet to explore common concerns.

6. Suggestions of how the parents can provide encouragement and assistance for their children should be a specific outcome of these sessions.

7. A most difficult requirement for the success of a parent-school program is the reluctance of school personnel to accept a change of the traditional role with respect to parents. Teachers should become more involved with parents in a social context in addition to the educational context.

8. Any parent-school program, activity, or meeting needs to be repeated and/or expanded on a periodic basis in order to provide continuity.

C. Problem: Attitudes and internal motivations may be quite different for Indian students as compared to non-Indians. Behaviors which may result from a culturally different life style are not clearly recognized by many teachers, administrators and non-Indian peers. Because many teachers and administrators are frequently insensitive to Indian values, the Indian child may view the total school experience in a negative way.

Educational Need: To prepare school personnel at all levels to recognize and approach positively behaviors and attitudes which reflect different cultural life styles.

Program: A program that would prepare professional school personnel at all levels to recognize, educationally utilize, and accept behaviors and attitudes in children which reflect a culture and life style different from their own would need to be divided into at least three subprograms, viz., preservice, inservice, and on-the-job.

Following are some strategies that need to be considered in developing such programs.

1. Preservice programs for school personnel:

a. Coursework should be required of all prospective teachers and administrators to provide background related to minority cultures. Anthropology, sociology, psychology and other courses that explicitly relate to other cultures and behavior patterns should be an integral part of preservice training.

b. Preservice teaching and related experiences could be required in areas where culturally different people live and work. College students could live in and participate in the different life style of the community or minority group with which they plan to work.

c. A preservice program that requires travel away from a student's "home" area to an area characterized by a different culture could provide the basis for in-depth study.

d. Activities that would explicitly "sensitize" prospective teachers to different cultures and life styles need to be included in their four year program.

2. Inservice programs for school personnel:

a. Joint social meetings involving school personnel, parents, and students for special activities.

b. Required workshops designed to "sensitize" teachers to cultural differences and the use of positive techniques in teaching-learning situations. Follow-up evaluations are necessary to determine the effectiveness of the workshop.

c. Summer employment in the community of a teacher on a one-to-one basis with an Indian person to provide for improved contact and communication.

d. Curriculum work groups composed of parents, students and school personnel. Each group would be composed of a mixture of people with various ethnic backgrounds. The purpose of the work groups would be to plan, develop, design, etc., new courses and materials which would be offered on an experimental basis. The work group must be involved at all stages.

e. Student-teacher teams could be organized to plan and develop, with competent advisors, special courses in anthropology, sociology, psychology, etc., that explicitly relate to other cultures and behavior patterns. These courses could be used at all grade levels with appropriate materials and techniques.

f. Programs should be designed to sensitize teachers to effectively work with Indian paraprofessionals.

3. On-the-job training programs:

a. Consultants could be brought into the schools to work directly with students, teachers, and other personnel for implementation of new programs and teaching techniques. It is necessary to organize a procedure to make the most effective use of the consultant's time.

b. School personnel could develop "sharing" sessions to exchange ideas, techniques, etc. related to teaching culturally different students. This would need to be approached on a very professional level so that the "sharing" session would not be reduced to a "gripe" session.

D. Problem: There appears to be a lack of coordination of education programs, school personnel, parents and related agencies.

Educational Need: Coordination may be enhanced by an Educational Team which would be a sounding board for criticisms, provide useful assistance and disseminate new and beneficial information to all those concerned with the educational process. This team needs the backing of the school boards, the tribal council and other civic organizations in order to be effective.

Program: The schools need a community group to assist in the job of providing an education for all children in the community. Education needs to be thought of in the broadest social context.

A community program to improve the coordination of educational programs, school personnel, parents, and related community (social) agencies might include the following:

1. The formation of a community educational team composed of informed and concerned representatives of various education, quasi-educational, and social organizations from the larger community. It is important that team members should be from the area of the school district.

2. The team must have the support of, as well as be representative of, the school board, the tribal council, civic organizations and Indian parents.

3. The purpose and role of the team should be coordination, and specifically to act as a sounding board for criticism to assist in the development of new programs, and to provide for review and evaluation of present programs and practices. This team may also assist the schools by establishing priorities and alternatives for the use of limited resources.

4. Although the school boards and their administrators are legally responsible to the community and state there is no regulation or restriction on the use of community education teams to provide guidance and recommendations.

E. Problem: Public schools who serve Indian populations rarely include adequate coursework which recognize Indian history, culture, and language and often use materials and approaches which are offensive to the Indian community. Present teaching techniques may perpetuate negative and inaccurate stereotypes.

Educational Need: Courses dealing with Indian culture, history and contemporary studies need to be incorporated into the regular

curriculum. Addition of these kinds of courses may provide learning incentive and augment the knowledge and pride in a cultural heritage. In addition, more topics related to Indian culture, etc. should be incorporated into regular courses (new materials).

Program: A program to increase the awareness of Indian culture might include: (Most of these strategies should apply to all students in the school and not to segregated classes of Indian students.)

1. The development and addition of new courses such as: cultural anthropology, Indian history, linguistics, Indian related music, dances, art, literature, philosophy, etc.

2. The inclusion of more Indian culture in present courses of history, literature, music, art, etc.

3. Provide a variety of individual and team sports not now available at the school. (e.g., lacrosse, archery, wrestling, etc.)

4. Provide both intramural and extramural social activities that promote positive attitudes between the white and Indian students. These social activities should be designed to help students respect and appreciate their own and other cultural life styles.

5. Develop and operate a mobile Indian cultural center. The center could be organized as a school project and operated by a school-community group. It would provide a means of transporting well developed exhibits, etc. from school to school and throughout the community.

6. Invite tribal elders into the classroom to assist with the instruction of traditional history. Resource persons should be paid a stipend for preparation of materials and presentation. Administration of funds for expenses could be coordinated by the CWSC Center for the Study of Migrant and Indian Education which could also function as a "contracting agency" for schools requesting resource persons.

F. Problem: Indian students are often "socially promoted" even if they cannot demonstrate the skills necessary to achieve success at the next grade level.

Educational Need: Addition of more paraprofessionals in the elementary grades thus reducing the student/teacher ratio to facilitate the implementation of individualized instruction.

Program: A program to reduce the teacher/pupil ratio and increase individualized instruction should help reduce absenteeism, the drop-out rate, and the incidence of social promotion of Indian students. Such a program or series of subprograms might include the following:

1. The training and utilization of paraprofessionals, particularly for elementary grades, to assist with bi-cultural programs and basic instruction. The paraprofessionals should, ideally, be Indians. An important requirement for any paraprofessional should be a positive approach to culturally different children.

2. An experimental paraprofessional training program could be set up to utilize on-the-job training techniques as well as

established workshop programs now used for training. A "ladder" paraprofessional training program might be implemented.

3. Team teaching and small group exchange of students between and among several teachers will assist in implementing variations of individualized instruction.

4. Demonstrations of how to organize classes and small groups of students to utilize techniques for individualizing instruction could be organized as part of an on-going inservice training program. Outside consultants might be used but local teachers should be involved.

5. Teachers could visit a school where individualized instruction is being used. A formal "exchange" program could be organized for a limited period of time.

6. High school Indian students might assist teachers at the elementary level with bi-cultural and basic programs for younger Indian children. They should be paid for their service.

7. A professional educator or psychologist who is familiar with research and techniques related to individualized instruction might be brought into the school for a period of time to work with the teachers, students, and parents who would be developing a plan to increase the amount of individualized instruction in the school program.

G. Problem: Since Indian culture is land-oriented it seems imperative that schools respond by providing educational and technological programs which would benefit the Indian community as a whole.

Educational Need: To conduct vocational classes and inservice training for Indian students with emphasis on forestries, fisheries, and various land use programs, business management and local government.

Program: A vocational training program that reflects the land-oriented aspects of Indian culture needs to be incorporated in the educational system. Programs are also necessary to develop skills needed on the reservation. Some aspects of vocational training programs may be:

1. Vocational classes at both the junior and senior high school levels.

2. Incorporate vocational classes into regular academic programs. Particularly those dealing with understanding the concepts of technology and industry.

3. Other "skill" classes could be offered in either the vocational track of the school program or in a regional vocational-technical school.

4. The courses may be designed around areas of forestry, fisheries, land use and management, businesses related to land use, and local government operations.

5. Work-study or other cooperative type vocational programs could be set up both inside and outside Indian communities. If necessary, new industries could be started to assist with training programs.

6. Various training programs could be developed along the line of student run cooperatives or corporations. These could employ Indian students, both girls and boys, in the actual running of a business (retail, wholesale, and manufacturing). If the student business is organized as a corporation, the sale of stock certificates to raise capital is most desirable as a means of learning the financial and management side of the corporate world. Student operated businesses may assist in reducing the drop-out rate. The production and sale of Indian arts and crafts would be an ideal business venture for Indian students. A national organization called Junior Achievement assists young people in organizing businesses.

7. An Indian newspaper could be planned, organized, produced and managed by a group of Indian students as part of a regular school program or private business (possibly as a separate vocational or academic-vocational communications program). The Newspaper Fund, Inc., Princeton, New Jersey, sponsors and assists student groups with similar projects.

8. Nurse's aid, LPN, and dental hygienist programs for the training of competent paramedical personnel are needed to provide improved health care to Indian people.

9. High school vocational programs to train home demonstrators to assist with general health care, sanitation, etc., could be included. This might be accomplished in cooperation with the local Department of Public Assistance or the Department of Public Health.

H. Problem: Throughout the state the school attendance of Indian students is typically poor at all grade levels and far below the norm for non-Indian students. As they progress through the grades, there appears to be a general decline in the number of Indian students attending school.

Educational Need: To resolve excessive absenteeism by providing extended educational guidance services at all grade levels.

Program: Programs designed to reduce absenteeism and the drop-out rate of Indian students might include:

1. Newly planned programs should strive to create an atmosphere which will enable the Indian student to maintain his identity and to encourage a favorable attitude toward the school.

2. Bi-cultural programs established at the preschool level, continued at the elementary level and amplified at the junior and senior high school level might provide a meaningful environment for learning.

3. Special counseling programs for Indians by Indians at the elementary and junior high levels are needed in addition to the established counseling programs at the senior high level.

4. Special activities to stimulate and motivate Indian students could be designed around areas of sports (stick games), Indian music and dancing, arts and crafts, etc.

I. Problem: The drop-out rate for Indian students is relatively high in most areas of the state; in many areas it reaches 50 to 60 per cent. Procedures can be developed to identify potential dropouts

early in the academic year. To encourage Indian children to remain in school special counseling is needed at the elementary and junior high levels, particularly since this seems to be the age when many Indian students drop out.

Educational Need: To create and support a viable educational program with which Indian students would identify to create a favorable attitude towards school.

Program: (Refer to the program description under H)

J. Problem: Indian students may find it difficult to complete homework assignments due to lack of a place to study and/or domestic considerations of various types.

Educational Need: A facility where students could complete assignments with the assistance of tutors is needed.

Program: Facilities and assistance are needed for Indian students to complete homework assignments. A plan to provide these might include:

1. A meeting room (possibly provided by the government or tribe) could be equipped and made available near the homes of the Indian students for their use as a study area.

2. Older Indian students and qualified adults could provide tutoring services. There is evidence to show that teenagers can successfully tutor younger children—particularly minority children. Teachers from the schools could also volunteer or even be paid to assist with the tutoring. Indian student tutors should also be paid for their services.

3. A schedule for tutoring services conducted at different times during the week could be organized to assist students from different grade levels or in specific courses.

4. Parents should be involved in the development and operation of any special study facility or tutorial program. They must support such a program or it would have little chance of success.

K. Problem: Most public schools have not taken into account the language difficulties of many Indian students. Few provisions are made to facilitate Indian language instruction.

Educational Need: Teachers should be encouraged to utilize Indian language when appropriate for introducing language concepts and enhancing communication with students and parents. Strong emphasis should be placed on development of bilingual educational approaches.

Program: There is a need for a program that would encourage and utilize the language of Indian children.

1. The use of Indian dialects and language could be incorporated into a bilingual program that would be available to all children.

2. At the preschool or early elementary grade levels English could be taught as a second language if needed. In this case the class could be exclusively for Indian children.

3. Language is an important component of any culture--as it influences cognitive processes and a view of reality. Therefore, bi-culture or multi-cultural programs involving all students should emphasize languages of different cultures.

4. Teachers should be required to increase and utilize their knowledge of Indian language and cognition as a means to improve their communication with parents and students and to increase their effectiveness in the classroom with Indian children. A program to encourage teachers to develop and use this knowledge should be an integral part of an inservice or on-the-job training program.

L. Problem: Few high school counselors or teachers make a concerted effort to provide adequate information to Indian students regarding training programs or post high school educational opportunities.

Educational Need: Involve school personnel at early grade levels who are able to relate to Indian youth and can provide an orientation and relevant information regarding future job possibilities and higher education opportunities. Vocational and career guidance is also appropriate.

Program: A program that expands opportunities for Indian children to be informed of future job possibilities and higher education opportunities needs to include the following:

1. Most school counseling programs begin at the time when many Indian children are leaving or have left the school scene. A coordinated counseling program beginning at the upper elementary grade level, through junior high school and continued throughout senior high needs to be developed.

2. It is most important that Indian counselors be available to assist and encourage students.

3. As students progress through school the information should be more career oriented.

4. Representatives of business and industry could assist in the program.

5. Students could spend several hours doing "trial" work in various occupations to get the feel of various jobs and learn more about available opportunities.

M. Problem: Family poverty and unemployment have made it very difficult for parents to financially provide for the added expense of both the regular school program and extracurricular activities.

Educational Need: To provide the necessary financial support for Indian students who would otherwise be unable to complete their education or be excluded from school activities which require additional expenses for the family.

Program: A means of providing financial assistance for Indian children and/or their families to assist with expenses related to attending public school.

1. Any arrangement to financially assist Indian students with public school educational expenses (activity fees, class rings, gym clothes, etc.) must be handled in a manner that would not single them out from the rest of the children. This might be accomplished through the tribal council or an Indian school-community group assisting families directly or Indian school counselors.

2. If tribal educational funds are now provided for particular Indian students the use of these funds might be allocated

on the basis of need for actual school expenses regardless of age or grade level of the student.

3. Junior and senior high school students could earn money for school expenses by work-study or cooperative vocational programs or by a school program to assist students in their own business enterprise (see Section G).

4. Through a broader tax base local taxes could provide a truly "free" public school education for all students. Since public schools are a tax supported social institution they should be completely free to all as are the services of other community based tax supported social institutions, (e.g., fire department, police department, city government, etc.).

V. OTHER PROBLEMS AND RECOMMENDATIONS RELATED TO EDUCATION

A. Problem: Students indicated that distance from school and difficulty of arranging transportation were factors which restricted their participation in after school activities. Also, the attempt to offer facilities for evening study sessions, tutoring services or recreational activities was greatly hampered by lack of transportation to and from community centers or libraries.

Recommendations:

1. A coordinated and comprehensive transportation program is needed for various Indian activities.

2. Cooperation among various groups may improve transportation to allow for greater participation of Indian students in school activities— both during and after the school day. Other meeting places in closer proximity to residences might be considered an alternative to community centers.

B. Problem: The adult Indian population is usually not fully employed unless funds have been specifically allocated for various types of employment. Interest has been expressed in basic skills classes, preparatory classes for GED exams, and an emphasis on vocational classes which have relevance to employment opportunities on or near the reservation.

Recommendations:

1. Adult basic education and vocational training courses need to be implemented which would improve opportunities for employment.

Adult education also may increase awareness of community problems and encourage more Indian adults to participate in local education, government and development projects. A well planned adult education program will have a positive effect on children. If it is relevant for parents it will be relevant to their children.

2. Coursework in management and administration may be offered for political leaders, tribal councilmen, and BIA personnel to assist in the performance of tasks and to increase knowledge of other aspects of community government.

3. A program may be implemented to train Indian adults to assist families on the reservation in general domestic and health oriented activities. Home demonstrators would be available to new mothers to demonstrate child care, the care of invalids, to provide information on nutrition and food preservation, and to assist families with general health or related problems. Such a program should be coordinated with, but not run by, present organizations providing similar services.

4. The CWSC Center for the Study of Migrant and Indian Education could expand their programs to include Indian adult education so that parents will have a positive effect on their children who are in school.

C. Problem: Alcoholism is the most frequently mentioned health concern within Indian communities. Other medical problems which may be more typical of one locality rather than another are trachoma,

infant mortality, tuberculosis, middle ear disease, dental caries, dysentary, and use of illegal drugs. The incidence of suicide is also included as a major health concern.

Although Public Health Services have reduced the extremely high rate of disease and premature death, alcoholism remains a debilitating health problem which directly effects family members and employment.

Recommendations:

1. Develop programs for counseling and rehabilitation of identified alcoholics. Provisions for the improvement of general health conditions must be planned and implemented. Public Health Center services may be better utilized or expanded in order to accomplish the task. This would be most effective if coordinated with the Indian "family group".

2. Home visitors may be available to contact parents and older people to supply information and family counseling services, make referrals and provide transportation to the clinic. This program could utilize home demonstration personnel who have received vocational training. (Refer to B-3)

3. Nursing home and alcoholic treatment facilities located on the reservation should be considered a component of general health services.

D. Problem: Representatives of various committees that are concerned with federal and state funding for programs dealing with the health, education and welfare of Indians have recommended various

modifications in structure, planning and implementation. Policy makers have not fully recognized that Indian peoples' expertise and guidance is necessary for the effective implementation of programs.

Recommendations:

1. Indian people must assume a strong and positive role over decisions that directly affect them.

2. Johnson O'Malley Committees should be structured to provide for input from any parent who wishes to contribute ideas or express concerns. A grassroots approach will greatly facilitate action for identified needs and will provide for a level of self-direction which is now lacking.

3. Indian education committees should be formed (Education Team) to work with the schools for all impact programs which affect Indian students. The committee or team must be recognized as an effective and knowledgeable vehicle for program planning and recommendations and be representative of the school district involved.

4. The Indian community needs to be consulted prior to the formation of committees so that they may help determine structure, to assure support from the Indian community, and to establish purposes and goals which are realistic and meaningful.

5. The formation of an executive laision team to work directly with state officials and planning boards to assist with the formulation of state plans, guide the administration of impact program monies, and to demonstrate that Indian people can assume responsibility for matters which directly concern them.

VI. POTENTIAL SPONSORS FOR PROGRAM SUPPORT

The financial support needed to implement new or revised programs to assist schools in providing adequate educational opportunities for Indian students could be derived from various sources.

The most obvious is a reallocation of present school financial resources according to the reestablishment of educational priorities.

All institutions and organizations periodically need to take a hard look at their stated and actual purposes, goals, objectives, programs, resources, and priorities (including alternatives) to determine how limited resources will be used to implement programs to meet the stated goals. In short, a long range plan needs to be developed. If this would be accomplished many compensatory education projects could be eliminated as changes in the curriculum incorporated innovative programs supported from regular local and state funds.

Another possible source of special funds for Indian education programs is categorical assistance from the federal and/or state governments. No doubt there are many sources of government funds of which schools are only vaguely aware or that state agencies are prepared to administer or assist the schools in exploring.

The third possible source of support for special projects would be from private philanthropic foundations and other private sources--possibly industry.

A. Possible Federal and/or State Sources of Funds for Program Support

1. Johnson O'Malley Act of June 4, 1936, Public Law 74-638, 25 U.S.C. 452, and 25 C.F.R. 33.

The J.O.M. program is designed to assure adequate education opportunity for Indian children by providing funds for project grants and federal facilities and equipment. (See Section VII for additional information.)

2. The Johnson O'Malley Act referred to in number 1 above also provides funds for project grants to support programs designed to encourage Indian participation in local school affairs and to provide for the operation of schools by local Indian people. This legislation might allow the development of additional education programs or facilities either on or off the reservation to be planned, coordinated and operated by a local Indian school board.

3. The Snyder Act of November 2, 1921, 42 Stat. 208, Public Law 67-85, 25 U.S.C., Section 13.

This legislation provides for general instruction for Indian adults who lack adequate basic education. Training programs may be used for basic adult education, including reading, English, and mathematics, as well as in a broader range of subject matters such as rights of citizenship and consumer protection. Although programs are generally limited to persons 18 years or older residing on trust lands who are one-quarter degree Indian blood or more, there is the possibility of support for various programs suggested in Sections IV and V of this report.

4. The above Snyder Act (plus the act of June 25, 1910, paragraph 23; 36 Stat. 861; 25 U.S.C. 47, the Buy Indian Act), provides grants for training and research projects in community development.

These funds might be available for support of Indian community groups working with school groups for improvement of educational opportunities for Indians.

5. The Snyder Act also provides project grants, advisory services and counseling to establish vocational training programs and employment opportunities for Indians. (This is in addition to actually funding the training programs per se.) The programs should be designed to assist Indian people in obtaining marketable skills and employment through vocational training. These projects may or may not be part of the local schools programs, thus a great deal of flexibility exists for the development of new innovative vocation programs.

6. The Adult Education Act of 1966, Public Law 89-750, Title III, Section 309 - B 20 U.S.C. 1201-1213 is designed to strengthen the on-going state grant adult basic education program through project grants that support experimentation with new teaching methods, programs, techniques, and with new operational and administrative systems. These project grants could be used to develop innovative ABE programs particularly if there is a cooperative arrangement with other programs in a way that demonstrates the promotion of a comprehensive approach.

7. The above adult education legislation also provides formula grants to states which in turn support ABE programs to enable adults to overcome English language limitations and to improve their basic education in preparing for occupation training and more profitable training.

8. The Bilingual Education Act, Public Law 90-247; 20 U.S.C. 880 b provides project grants for the development and operation of new

and imaginative programs, services, and activities geared to meet special educational needs of children 3 to 18 years of age who have limited English-speaking ability and who come from environments where the dominant language is other than English. This legislation could support special preschool and early childhood bilingual education programs for Indian children.

9. ESEA of 1965, as amended, Public Law 89-10, Title VIII, Section 807; ESEA amendments of 1967, Public Law 90-247; Titles I, VII, Sections 172, 702; 20 U.S.C. 88T.

This legislation provides project grant support to local public education agencies for development and demonstration of educational practices which show promise of reducing the number of children who fail to complete their education (dropout prevention). Although some schools in the State of Washington may have received support for related projects there is a real need to develop innovative dropout prevention programs for Indian children.

10. The Economic Opportunity Act of 1964 as amended, 42 U.S.C. 2781 is known as the Head Start Program. Head Start provides educational, nutritional and social services to children of the poor and their families. The program involves parents in activities with their children so that the child enters school on more equal terms with his classmates. Special Head Start programs could be developed to assist preschool Indian children and their parents.

11. The Economic Opportunities Act, Title II as amended, 1957 and 1969; Public Law 90-222; 42 U.S.C. 2829 provides project grants to

sustain and augment during early primary grades the gains that children from low income families make in Head Start and other quality preschool programs. Funds may be used for project activities not included in the normal services provided by the school system. Such activities include, but are not limited to, specialized and remedial teachers and teacher aides and materials; physical and mental health services; social service staff and programs; nutritional improvement; and parent activities.

The acceptance of an application is dependent on the community having a Head Start or similar preschool program.

12. Educational Professions Development Act, Part B-2, Section 518; Public Law 90-35; 20 U.S.C. 1108-1110C; FR 45-174.

This legislation provides formula grants to states for the purpose of enabling local education agencies to identify and meet critical needs for trained personnel--particularly personnel who have not been previously engaged in classroom instruction (aides and paraprofessionals). This program could be developed in cooperation with a local community or state college and geared to educational opportunities for Indian children.

13. Vocation Education Amendment of 1968, Titles I and II, Public Law 90-576, 20 U.S.C. 1241 to 1391, 82 Stat. 1064-1091, Title 45.

This and related vocational education legislation provides a number of formula and project grants that may support a variety of vocational education programs for Indians. Among these programs are: Basic Grants to States, Consumer and Homemaking, Cooperative Education, Curriculum Development, Planning and Evaluation, Research, Special Needs, Work Study and Innovative and Exemplary Programs or Projects.

14. Public Law 74-355; 25 U.S.C. 305; 25 C.F.R. 301, 304, 307, 308, 310 is designed to encourage and promote the development of native American arts and crafts. This legislation could provide program planning assistance and development of innovative productions, promotion, and economic concepts for an Indian student operated business to produce and market Indian arts and crafts.

15. The Small Business Act, as amended, Section 7(a); Public Law 85-536, as amended; 72 Stat. 387; 15 U.S.C. 646(a) provides aid to small businesses for financing needs through direct loans, repayable advances, and guaranteed or insured loans. The Indian student operated arts and crafts business would be eligible if it was operated as a profit making small business.

16. The Economic Opportunities Act of 1964, as amended, Sections 401-404; Public Law 88-452, as amended; 78 Stat. 526, 42 U.S.C. 2901, 2902, 2905 and 2906 provides management assistance and loans up to $25,000 with a maximum maturity of 15 years to enable low income or social or economic disadvantaged persons to start small businesses. The Indian students arts and crafts business or a profit making Indian student operated newspaper could possibly qualify.

17. National Center for Educational Research and Development
Office of Education
400 Maryland Avenue S.W.
Washington, D.C. 20202

Assistance is available for:

1. Educational research, demonstration, and dissemination.

2. Innovative training programs.

3. Curriculum research at all levels.

Small research grants are available through USOE's Region X office in Seattle. These funds may also be used to evaluate an experimental program.

Many other programs for support are available from HEW and USOE. They should be investigated separately.

B. Private Foundations

1. Executive Vice President
Jessie Smith Noyes Foundation
16 East 34th Street
New York, New York 10016

Grant support is available for colleges and universities making a concerted effort to meet the special needs of some segment of the population.

2. Carnegie Corporation of New York
437 Madison Avenue
New York, New York 10022

Grants are for research and demonstration projects in early childhood education, education of the disadvantaged, higher and professional education. Also includes grants for pilot projects concerned with the delivery of health services. Will fund projects to improve functioning of government at all levels.

3. Vernon A. Eagle, Executive Director
The New World Foundation
100 East 85th Street
New York, New York 10028

To promote the right education for children. Grants for projects are focused on preschool through high school. Main emphases include what is taught, how teachers are trained and how effectively they perform.

4. Esso Education Foundation
   49 West 49th Street
   New York, New York 10020

Programs to provide support to help colleges better utilize their resources and to assist schools to meet changing needs that benefit minorities as well as broad segments of the population. Curriculum research is supported.

5. Mr. Donald J. Watson, Secretary
   General Electric Foundation
   Crotonville, P.O. Box 791
   Ossining, New York 10562

Although most support is for innovative programs in higher education there is interest in special programs to supply industrial manpower needs. There might be support for training vocational paraprofessionals, student businesses, or new approaches to vocational education--both at the secondary level and for Indian adults.

6. Mr. Robert A. Moes, President
   Independence Foundation
   2500 Philadelphia National Bank Building
   Philadelphia, Pennsylvania 19107

Most support goes to independent schools. A special education program organized and operated by Indians in their community but independent from the public school might be considered. Such an independent program might be coordinated with the public schools but independent of the schools.

7. Mr. Alvin H. Pelavin
   Hopkins Funds
   Bank of America Center
   555 California Street
   San Francisco, California 94104

Provides funds for programs that attack root social problems that cannot be supported by funds from the general public or other private foundations.

8. Ford Foundation
320 East 43rd Street
New York, New York 10017

Provides support for a variety of projects that would be developed to meet the needs of Indian education. Foundation requires a built-in plan to eliminate it's support over a two to four year period.

9. The Secretary
The Rockefeller Foundation
111 West 50th Street
New York, New York 10020

Support is offered for varied projects in the areas of (a) equal opportunity for all and (b) cultural development. Several programs to meet the needs related to Indian education might be considered by the Rockefeller Foundation if it is shown that the public schools cannot provide support.

10. Alfred P. Sloan Foundation
630 Fifth Avenue
New York, New York 10020

Support is directed toward higher education and research but funds are available for programs designed to increase equal opportunities in education.

11. Private Foundations in the State of Washington

Many of the more "local" foundations in Washington do not support programs or activities that can possibly receive local, state, or federal support. Some of the larger ones listed below might consider

special Indian education projects—particularly ones designed to promote the development of new work skills, industries, or youth activities.

a. Mr. Frank A. Dupar, Jr.
Dupar Charitable Foundation
222 Westlake Avenue North
Seattle, Washington 98109

b. Euclid Foundation
1616 Norton Building
Seattle, Washington 98104

c. Mr. Paul F. Glaser, President
The Glaser Foundation, Inc.
2300 Twenty-sixth Avenue South
Seattle, Washington 98144

d. The Johnson Foundation
P.O. Box 2666
Terminal Annex
Spokane, Washington 99202

e. Mr. J. H. Murtland, Secretary
The Medina Foundation
1616 Norton Building
Seattle, Washington 98104

f. Mr. M. J. Murdock, President
The Millicent Foundation, Inc.
207 East Reserve
Vancouver, Washington 98661

g. Mr. C. M. Pigott, President
Pacific Car and Foundry Company
Foundation, Inc.
Fourth and Factory
Renton, Washington 98055

h. Mr. Walter H. Tuesley
Executive Vice President
The Seattle Foundation
1411 Fourth Avenue Building
Seattle, Washington 98101

i. Mr. Rowland C. Vincent, Secretary
Weyerhaeuser Company Foundation
Tacoma, Washington 98401

VII. SUMMARY AND RECOMMENDATIONS

The Johnson O'Malley Program was designed to provide federal assistance through state agencies to local non-federal schools to assure adequate education opportunities for Indian children.

Not only are funds provided for special projects but also for the use of federal facilities and equipment in the education of Indian students.

Funds may be used for costs of operating minimum school programs as well as for school lunches, books, supplies, and other parental-type cost items. Funds may not be used for capital expenditures.

The State of Washington is required by law to implement J.O.M. legislation. The questions raised by many school personnel and others interested in Indian education is: Is there adequate flexibility for local districts to utilize these funds for special Indian education projects deemed necessary by a particular school? Some school administrators feel that such flexibility has existed but fear that revised regulations will make it more difficult to plan innovative programs for J.O.M. support.

Many of the people interviewed expressed concern over the way things are now "going" in schools that enroll Indian students (not necessarily true of all schools). These "concerns" could be boiled down to a need for rethinking the goals and objectives for the purpose of establishing new priorities to use limited resources. This is probably the most important educational need related to Indian education.

The problems related to fulfilling this need are great. For example, the concept of local control (community schools) vs. state and federal control (through finances and legislation); the concept of self-determination for a multi-cultural community vs. the concept of majority rule; and the establishment of the school's goals, procedures, programs, etc. by professional educators and politicians vs. the desire of the community and multi-culture citizens groups to educate their children as they wish. These are the almost insolvable problems related to the education of who, why, and how. All schools need to develop a long range plan to implement goals arrived at jointly by parents, students and school personnel.

It is also recommended that state funds be provided to set up an office to provide "grantsmanship" services for school districts. This office could be located either in Olympia or at the Center for the Study of Migrant and Indian Education in Toppenish, Washington. The purpose would be to provide services for development of proposals for submission to potential sponsors. Such an office could also keep school officials aware of new funding programs and assist them in locating and contacting funding sources. These state services would be in addition to those services now performed by school personnel at the local level. It would be necessary to staff such an office with highly qualified and competent personnel who are willing to assist schools with all phases of program and project development related to the education opportunities of Indian children.

APPENDIX

NEED	PRIORITY RANKING OF NEEDS RELATED TO THE EDUCATION OF INDIANS														TOTAL	AVG.	RANK
#1	1	1	12	7	11	3	11	12	8	9	6	8	7	6	102	7.84	N
#2	3	10	2	6	12	4	7	13	6	10	8	7	8	8	104	8.00	I
#3	4	5	5	1	7	5	3	10	2	11	7	4	9	3	76	5.84	B
#4	13	7	11	2	13	6	5	11	9	12	10	11	10	10	130	10.00	M
#5	6	6	3	3	10	7	4	4	10	1	4	3	13	2	76	5.84	C
#6	12	8	1	12	4	1	12	6	3	3	9	12	1	9	93	7.15	G
#7	7	11	4	8	3	2	13	7	7	5	5	10	2	7	91	7.00	F
#8	2	12	9	4	1	8	2	8	1	2	2	2	11	5	69	5.36	A
#9	8	9	8	5	2	9	8	5	4	6	1	5	12	1	83	6.38	E
#10	9	13	10	11	9	10	10	3	13	13	3	9	3	12	128	9.84	L
#11	10	3	13	10	8	11	9	2	11	7	11	13	4	13	125	9.61	K
#12	5	2	7	13	6	12	6	9	12	8	13	6	5	11	115	8.84	J
#13	11	4	6	9	5	13	1	1	5	4	12	1	6	4	82	6.30	D